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ABSTRACT

Detailed for planning and advisory councils on developmental disabilities are the public relations aspects involved in implementing the Developmental Disabilities Act of 1970. Portrayed is the need for different information approaches to different segments of society. Discussed in a chapter on the foundations of a public information program are such planning dimensions as research, objectives, message, and feedback. Reviewed among the delivery channels for public information are film and slidetape, radio and television, newsletters and newspapers. Summarized are planning aspects (purposes, intended audience, messages, delivery channels, and evaluation), coordinating the program, and executing the plan. Provided in four appendixes are examples of public information efforts in Connecticut, Iowa, and New England. (CL)

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PUBLIC AWARENESS
PUBLIC INFORMATION
PUBLIC RELATIONS
PUBLIC EDUCATION

Considerations for Planning and Advisory Councils on Developmental Disabilities

Pat Trohanis
Editor

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A Perspective Paper
Prepared by DD/TAS
Spring 1974

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INTRODUCTION

INTRODUCTION

DD Council and Communication

While Planning and Advisory Councils on Developmental Disabilities vary greatly in regard to their mode of operation, composition, history, organizational setting, priorities, and organizational structure, there seem to be a few common, key activities in which they all engage. These include advising, planning, evaluating, financing, and influencing. Basic to the execution of these activities is involvement in the art and process of communication.

Being in the ecology of state government, DD Councils are constantly practicing and engaging in communication. For example, they transfer and express ideas, understandings, and information to different audiences about developmental disabilities. Additionally, Councils motivate or energize decision makers to action in the spheres of public policy or human services. Beyond state government and private agency personnel, they reach out to larger publics in order to combat the apathy, avoidance, and negative images of developmental disabilities. Finally, Councils communicate to many persons about maximizing the opportunities for DD citizens to live, learn, work, play, and pray in the mainstream of modern American life.

Thus, by virtue of their catalytic, communicative nature, a growing number of Councils are devoting energy and resources to the development and implementation of public awareness plans (public relations, information, and/or education will be used somewhat interchangably) for reaching out to different audiences. In order to document some of this effort, as well as expand upon the work already done, DDTA has prepared this particular perspective paper. The Chapel Hill based organization undertook this effort with the competent assistance of several nonstaff

contributing authors of whom we thank. They were Rosemary Casey, Emanuel Raices, Kenneth Opin, Sylvia Henkin, Burch Roberts, and John Mott.

Overview to Paper

This paper represents some current thinking on DD public information matters for Councils and other interested readers. Its four main purposes are:

1) To synthesize for the reader the latest information on public awareness as it relates to DD citizens, the concept, and Councils.

2) To acquaint the reader with general public education planning and implementation concerns.

3) To familiarize the reader with introductory and general information on various communication delivery channels.

4) To introduce the reader to what some Councils have already done in public information.

This presentation is organized around four chapters along with supportive matter in the appendices. Rosemary Casey opens with a Rationale for Council Involvement in Public Education. In Chapter I, she portrays the need for different public information approaches in order to make the DD Act work. While the contributing authors recognized that each jurisdiction has unique communication concerns and constraints, they felt that a certain universal and significant body of content is available for Councils to refer to and utilize. Hence, Emanuel Raices in Chapter 2 explores the Foundations of a Public Information Program. The planning dimensions of research, objectives, sender, message, media and strategy options, audience, and feedback are discussed. Chapter 3, Different Channels of Delivery, provides the bulk of this paper. While an almost "how to" portrayal prevails, the contributing authors in this chapter did not intend for their comments to be the last word on

channel access, development, and implementation. Rather, their contributions should be viewed as introductory and general in regard to combining channels and messages to impact on specific audiences. This chapter is subdivided into five sections:

Section 1: Film and slidetape....Burch Roberts

Section 2: Radio and Television....Sylvia Henkin

Section 3: Newsletters....Kenneth Opin

Section 4: Newspapers....John Mott
Kenneth Opin
Pat Trohanis

Section 5: Other Channels....Gary Richman
John Mott

The final chapter serves as a Summary. It attempts to put the final touches on this first DDTA attempt in public awareness thinking for DD Councils. Specific planning suggestions, such as identifying purposes, audiences, messages, matching audience with messages and channels, and evaluating are offered with a concluding word on implementation.

I hope that the reader will find the contents of this document helpful and worthwhile. Furthermore, I look forward to feedback on it. So, please feel free to contact me at DDTA.

Many thanks.

Pat Trohanis
DD/TAS
April 1974

Chapel Hill
N.C., 27514

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CHAPTER I

RATIONALE FOR COUNCIL INVOLVEMENT IN PUBLIC EDUCATION

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RATIONALE FOR COUNCIL INVOLVEMENT IN PUBLIC EDUCATION

The signing of the Developmental Disabilities Act of 1970 (P.L. 91-517) marked the beginning of a new era in the Federal Government's efforts to provide a better life for the more than 8 million Americans substantially handicapped by mental retardation, cerebral palsy, or epilepsy. For the first time a mechanism was established for a partnership between Federal, State, and local governments--a partnership in providing comprehensive, coordinated services to answer developmentally disabled persons' lifetime needs.

The Developmental Disabilities Act provides the states with broad responsibility for planning and implementing a comprehensive program of services. It permits multiagency administration and comingling of funds to enable maximum utilization of available resources. It calls for the integration of services and the coordination of resources of all state, regional, and local agencies. It intends that planning and delivery of services will be accomplished through the combination and integration of efforts in both specialized and generic services. Under the provisions of the Act, agencies delivering generic services are now able to make a major contribution toward normalization of the developmentally disabled and their assimilation into mainstream resources.

Responsibility for implementing the Developmental Disabilities Act in each jurisdiction rests with the Planning and Advisory Council. The legislation explicitly charges the Council with the responsibility for planning for all developmentally disabled persons, for coordinating planning at all levels, and for providing for a service delivery system to be developed and maintained between public and private agencies. In other words, the Council is responsible for making the Developmental Disabilities Act work.

The DD Act is innovative: it places at the state level new promise for meeting the long neglected problems of the developmentally disabled. The DD Act is challenging: it presumes existing agencies will support new programs and incorporate them into their operating structure and it presumes cooperation and coordination between public and private agencies providing both specialized and generic services. The intent of Congress is well defined, the mandate explicit. Responsibility for seeing it happen rests with the Council.

This is no small job. And it does not just happen. The coordination and integration of services provided for in the Developmental Disabilities Act will be effectively realized only with attitude change and growth through public education. Why? For two reasons: First, we are addressing a target population that has long been relegated to the back wards of remote state institutions or kept behind closed doors of mute families. This is a population that society does not want to look at or be reminded of, a population that society considers has no potential, no feelings, no rights, ergo does not exist. Secondly, we are talking about established agencies and suggesting cooperative action between agencies that for the most part are struggling to maintain their political/social/economic identity--and the concept of the Developmental Disabilities Act threatens this identity.

The Developmental Disabilities Councils must become involved in public education to make it happen--to make the Act work. The Council's responsibility is threefold: 1) to comply with the mandate of the Act by setting the pace for the state program; 2) to change attitudes to effect the implementation of the Act; 3) to look to the future of services for the developmentally disabled. The focus of pubiic education will be determined by the level of status of each Developmental Disabilities program. Needs will vary as often as state plans vary. Are members of the Council working

in agreement? Are agencies pulling together for a common goal; or apart, to maintain their separate identity? Do Council members support the Act? Do they fully accept and work at their responsibilities as members of the Council; or are they apathetic, "rubber stamp", threatened by sharing and coordinating? Are regional or area Councils established and functioning? How much local interest has already been generated in the developmentally disabled and their needs? What is the current public attitude? What should it be? Will the public education thrust be informational or promotional?

The target public for the informational thrust is that segment of the population already aware of the Developmental Disabilities Act and concerned about developmentally disabled persons. This group will include Council members at both the state and regional level, public and voluntary agency personnel not on the Council, and consumers. The approach is an "in-service" type of education. The target public for a promotional campaign is uninformed, ininvolved, and unaware of the developmentally disabled and their needs. This group may also include Council members as well as agency representatives and staff at both state and local levels. It will encompass professional personnel, e.g., physicians, therapists, nurses, teachers, school administrators, psychologists, etc.; governmental officials, e.g., legislators, county boards of supervisors, boards of education, municipal officials, etc. It reaches the general public.

In both approaches, public education is "show and tell". Public education is making it work by telling it like it is. It's telling about the Act, its provisions at the federal level, its implementation at state and local levels. It's telling that the developmentally disabled are persons with dignity and value, a right to be trained to their maximum, a right to live as happy and as normal a life as possible, a right

to mainstream living insofar as they are able. It's telling how they can be helped, what services are available, what gaps exist in services, what can be done to fill those gaps. It's explaining deinstitutionalization and the right of the developmentally disabled to live in a homelike environment in a community like "normal" persons. It's explaining that normalization is simply treating the developmentally disabled as persons instead of things. It's telling the role and responsibility of the Council, both state and regional. It's identifying achievement and prompting accountability, both ideological and fiscal. It's generating concern, support, and involvement.

Any public education program must be coordinated with the voluntary agencies. The DD Act mandates that activities supplement and complement, not duplicate or supplant existing resources. In public education as in all other activities related to this program, this must be observed. The voluntary agencies have set public education as a top priority and have long been successful in bringing before the American public the message of the mentally retarded, the cerebral palsied, and the epileptic. These campaigns focus on categorical identification while a DD public education campaign should delabel and focus on the developmental needs of this population. But in no way should the public education program of any Developmental Disabilities Council compete or duplicate the efforts of the voluntary agencies. In all respects, the DD program should coordinate with the public education programs of NARC, UCP, and the EFA at every level.

And finally, the Developmental Disabilities Council has a responsibility to look to the future of the developmentally disabled. The investment of time and dollars in public education is an investment in the success of the Developmental Disabilities program now and the potential for expansion and increased federal and state assistance in the future in order to continue to grow in meeting the needs of this population.

Public education gives visibility to the DD Act and its results: A known, successful program is a better candidate for increased funding and future support. The Councils have a responsibility to the developmentally disabled citizens of each jurisdiction to make the Developmental Disabilities Act work and to show Congress and State Legislatures and the public what can be done for the developmentally disabled citizens of this nation.

While each jurisdiction should plan to develop and implement its own public education program, Councils should give some thought to a national campaign. For example a national developmental disabilities identity should be established to give support and credibility to state and local efforts. Someone should develop or arrange to have developed four media products for use by the jurisdictions to assist in establishing a national image:

1. A national logo that can be adapted for use by the states--not another label or trademark but an identity that relates unmistakably to the developmentally disabled. To have each state do their own will give DD 50 images--and no national identity.

2. A high quality film to tell the overall story of the developmentally disabled and the provisions of the Act. Films are costly, and good films rare. This film could be made available for purchase by the states.

3. TV film spots of 30 or 60 seconds length for release nationally and within each state.

4. A professional brochure or informational pamphlet on the developmentally disabled and the Developmental Disabilities Act--national in perspective with provision for the addition of a state office address.

In addition to this nationwide public awareness thrust, Councils should consider establishing a communication clearinghouse. It could coordinate the development of major media products. Also, this type of agency could review, evaluate, catalogue, and make available products such as films, slidetapes, radio spots, and TV programs.

The Developmental Disabilities Act is designed and has the potential to provide a better life for the developmentally disabled citizens of this nation. Whether it does or not is largely dependent on public education. The DD Act has everything going for it, but for the most part the public does not know who a developmentally disabled person is or what they need, much less what the Act can do. The Developmental Disabilities Councils must become involved in public education to make the Act work.

CHAPTER 2

NOTES ON THE FOUNDATIONS OF A PUBLIC INFORMATION PROGRAM

or

Who Shall Tell What to Whom? And When? And Why? And How?

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"Social agencies have yet to capitalize fully on thorough and frank accounting of their affairs to the public....There is need to distinguish between mass publicity-promotion campaigns once a year to raise funds and continuous and candid reporting week in, week out".

Scott M. Cutlip and Allen H. Center,
Effective Public Relations, 1971

WHO SHALL TELL WHAT TO WHOM? AND WHEN? AND WHY? AND HOW?

The assignment for this paper was to provide a brief review covering "Foundations of Public Education and Special Strategies". The writer confesses that the word "education" in this context makes him uneasy, and its coupling with "public" overwhelms him. In his view, it is enormously difficult to educate a single individual, however gifted he may be. To educate the public should not be termed difficult; the only adequate characterzation must be "impossible".

Having thus unlocked the back door and left it sufficiently ajar to provide an easy exit, several more plastic, more wieldable terms may be offered as substitutes. Cutlip and Center, in their discussion of social agencies, use "accounting" and "reporting". These are meant for the limited purpose of describing deeds and needs. For our requirements, perhaps the most practical terminology would be "informing", as well as "persuading".

A public information program is not an entry in the catalogue of social organization. It is an act of persuasion. It is meant to affect attitudes, to encourage favorable opinion, and ultimately to lead to action. Let us examine, therefore, the foundations of a planned effort to convey persuasion-intended information to wide groups of people. Not to "the public", but to "publics". Not to the endlessly varied "everybody" that populates our country, but to those particular groups whose assent, encouragement, support, and involvement are vital

to the success of the DD Systems work. In the simplest terms possible, we are dealing with the problem of communicating views, and building support for these views.

The study of the nature of communication is today a well-marked area in the social sciences. How communicators get results, on the other hand, has not yet received equivalent standing as a science or an art. In the early days of public relations, the claim was made that this young craft was capable of "the engineering of consent". Today's practitioner, bloodied by the battles and tempered by the tests, is willing to call public relations a pragmatic effort, but shrinks from the exactness of "engineering" or the prediction that consent can be demanded. He does his best; he tries; he uses techniques that are likely to succeed; but he makes no claims that Effort A must necessarily be followed by Result B. He accepts the statement that our ability to measure public opinion is greater than our ability to define or manipulate it.

Most of us are conditioned by the simplicities of direct communication. We talk and listen to our peers, our children, our fellow-workers. We explain and suggest, and as a result may sometimes change the direction of a plan or an action. We send a letter. "Here", we say, "is the information you wanted". We read a newspaper, watch television, listen to the car radio. As we receive information and ideas we may find acceptable, we filter them through the competition of other demands of our attention, external noises, personal habits, education, background, demands of the appetites, and our needs for security.

The information specialist, the communicator, has learned that enthusiasm and direct statement are not enough for most of the tasks imposed on him. He has therefore developed a series of working definitions and a rough-and-ready

methodology with which to approach his work. What are the most important of these definitions? How is his system of principles and practices actually applied?

We commonly say we must "change attitudes", and swing "public opinion" our way. Attitude has been defined as a predisposition to respond in a given way to a given issue or situation. The debate on the best method to affect attitudes, and how to change them, is continuous. Precision is its least notable characteristic. Opinion has been defined as the expression of an attitude on a controversial issue. And public opinion, the key term is the problem of mass communications, is so slippery an expression it has been described by experts as "difficult to describe, elusive to define, hard to measure, and difficult to see".

Just as most medical specialists agree that "diabetes" even though it is hardly understood, can be treated and controlled to a large degree, so do communicators continue to use the term public opinion and apply practical measures to affect it, without being too exact about its shape or color or dosage requirements. One of the most useful concepts in the area of information dissemination is that of publics. This term is applied to a group of individuals who are tied together by a common bond of interest--a group that shares a sense of togetherness. John Dewey called a public a group of individuals who together are affected by a particular action or idea. As you can see, each issue or problem tends to create its own public. Our membership in a public may shift over night. Each of us belongs to many publics--as employer, volunteer, family member, member of the PTA or the Republican party, taxpayer, camera enthusiast, church-goer, or environmentalist.

DD Councils' target audiences, their logical publics, are not difficult to

label. Our communications should be directed to teachers, social workers, public health personnel, parents of the disabled, editors and writers, public officials, certain types of employers, corporate managements, and the medical profession. This is a start. There are other publics to which programs might be addressed, such as police, dentists, realtors, school children, and college students. It can easily be seen that the choice of publics is a key element in successful information programs. What we say will be conditioned by whom we say it to. How efficiently we reach, inform, persuade, and motivate people will depend to a great extent on our skill in refining the selection process, as well as the actual content of the message.

Yet although members of a public share certain attitudes in common, we do not aim our communications at a group. Ultimately, we must reach individuals. If we can influence enough individual citizens, we hope that a consensus can be developed that will be favorable to our cause. We hope they will listen to us- and we intend to use our skills to encourage their listening. And we will listen to them; for through two-way communications we make it possible to apply intelligence and adaptability to the formation of opinions. Fifty years ago Walter Lippmann wrote: "In the great blooming, buzzing confusion of the outer world we pick out what our culture has already defined for us, and we tend to perceive that which we have picked out in the forms stereotyped for us by our culture".

Most of us are overwhelmed today by the barrage of information we receive from the printed media, broadcasts by television and radio, the assaults of posters, packages, signs and smoke signals, and messages from the lecture platform, the pulpit, and the political meeting. Our psychological hearing aids

are necessarily selective. What we accept are the facts and the arguments that enhance our views. We engage in selective exposure to the barrage; what results is selective retention of impressions and information.

Perhaps the simplest was to summarize the mechanism of an information program is to set down, in their bare bones, the key steps of a complex procedure.

Step 1. It is essential to prepare a clear-cut statement of objectives. What is to be accomplished? What needs are to be satisfied?

Step 2. An attempt must be made to research the background. All facts about the operation should be assembled. The parts must be seen in relation to the whole.

Step 3. The sender must make decisions about the choice of media. The sender must develop the message in terms of the media to be used.

Step 4. The appropriate messages must be sent through appropriate channels.

Step 5. A method must be devised to determine if the receiver has received the message. A feedback procedure must be established in which the receiver may express his opinions to the sender.

And that's what it's all about.

But obviously that's not what it's all about. Each step of the way calls for analysis and certain kinds of communication skills. In view of the limitations of time, let us review at least the key terms in this formulation.

The sender. What are you trying to accomplish? What are your objectives? However tempting an idea may seem, unless it contributes specifically to the goals, it must be ruthlessly set aside. This maybe destructive to

esteem and depressing to the sponsoring group's sense of accomplishment, but self-criticism is an essential of good programming. The sender must thoroughly understand what he wants to say, and how he wants to say it. You cannot make a message understandable to the other person if you do not understand it first.

The message. Has it been written in terms of common interest and common experience? ("Where there is no commonness between sender and receiver, the message becomes virtually unintelligible") The communications that people read, watch, or listen to are communications which present sympathetic points of view. If you want teachers to pay attention, talk about schools and students, and describe how teachers innovate. And don't limit your message to words; use pictures, use symbols.

The channel. Television isn't always the preferred medium. Newspapers are not always the most dependable way to spell out a news story. A press release doesn't always get action. The communicator must know what media and techniques to use at different stages and how to mobilize them. It is usually most effective to attempt to influence the innovators and the influentials. In every community their acceptance of a new idea is followed by mass acceptance.

The receiver. Do we have him so clearly in mind that we know what appeals move him? Have we taken into account his reading habits, his listening pattern, his driving time, and his at-home time? These are some of the considerations that will shape our choice of message, of channel, of mood and timing. Effective communication, every professional communicator comes to accept, is expensive. Expensive in time, in understanding,

and in emotional control. He is doubtful about the "one-time shot", even though he would give his eye-teeth for a mention on the TODAY SHOW or a paragraph in READER'S DIGEST. Continuity-repetition-a consistent message: he learns they are essential, in programs designed for the situation, the time, the place, and the audience.

A word about strategies

The DD public information program, jurisdiction by jurisdiction, must be shaped to local requirements. It should cover differing community attitudes, the nature of the constituency, strength of the media, personal skills, and the size of the potential patient load (See Appendix I for example of Connecticut Program Recommendations). Programs will vary, of course, yet some channels of information and many information requirements will remain the same. Basically, all state organizations must be geared to provide complete, straight-forward, and accurate facts about matters that any public group has a right to know. This demands the development of basic materials with relatively long lives, such as fact sheets, films, brochures, photographs, slide presentations, posters, manuals. For the short run, news releases, reprints of recent press mentions, material for local editors and columnists, speeches, tapes for radio news editors are typical. The communications effort should resort to innovation where budgets, time, and willing hands are available. This might include projects such as:

- Conduct a study of employer attitudes toward hiring the developmentally disabled who have had job training. A follow-up study would examine how these citizens have actually performed in jobs. Findings would become the starting point for a series of articles planned for newspaper business editors.

- Develop a series of case histories for television and radio, using
- DD Council personnel to tell of advances in the program.
- Take exhibit space at community and regional fairs, with the handicapped and trainees helping to man the booths.
- Initiate a weekly question-and-answer column on DD topics to be mailed to every newspaper in the state.
- Turn to corporations to finance a series of seminars, using doctors, researchers, Council representatives, and employers as panel members.
- Develop a paperback book on DD, to be sold to colleges as text material, or promoted through parents at church and school events.
- Invite women's page editors to a press party, to meet a cross-section of involved personnel.
- Hold parties or press meetings at DD centers, to enable writers and editors to see at first hand what is being done.

The next chapter will provide many different channels of delivery in much more depth.

CHAPTER 3

DIFFERENT CHANNELS OF DELIVERY

Section 1....FILM AND SLIDETAPE PRESENTATIONS....Burch Roberts

Section 2....RADIO AND TELEVISION....Sylvia Henkin

Section 3....NEWSLETTERS....Kenneth Opin

Section 4....NEWSPAPERS....John Mott
Ken Opin
Pat Trohanis

Section 5....OTHER CHANNELS....Gary Richman
John Mott

CHAPTER 3

DIFFERENT CHANNELS

OF DELIVERY

Section I....FILM AND SLIDETAPE PRESENTATIONS

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FILM AND SLIDETAPE PRESENTATIONS

One of the problems facing any Developmental Disabilities Council is how to communicate successfully. Successful communication occurs when the message transmitted is received and understood at the sender intended. This process is contrasted with communicative efforts which creates a different impression than the one wished for. The measure of success in communications, in simplest terms, is whether or not the message is understood as sent. Any effort to communicate which is not successful is wasted. It would seem that everyone who wants to inform others as to what he or his organization thinks or wants to accomplish would want to be successful. But even the knowledge that information efforts that do not achieve the hoped for results are wasted, often does not serve as enough incentive to alter an organized group's approach to the problem.

The difficulties of having someone grasp a second individual's meanings are known and in many cases documented. Too often, however, knowledge of the barriers to communication success are either overlooked or ignored. Reasons for this can be complex or as simple as apathy ("our public information program is just like everybody else's"), or faulty reasoning ("people have been communicating a long time, so anyone can understand me").

Because a follower rather than a leader attitude too often exists in both non-profit and government agencies, these agencies often fail in their efforts to gain better public understanding of their programs and more importantly, what the program is designed to do. This failure is unnecessary because most of these barriers, plus the problems created by the barriers, and the lack of success achieved by a majority of public information programs, while not eliminated, could be improved with only a few adjustments.

One of the more important of these adjustments would be the use of pictures. This may appear an oversimplified method of assuring more success for your information programs, but pictures are very important in communication programs. Pictures are important because they add significantly to the impact of the message being transmitted. The amount or degree of the impact added by pictures depends, of course, upon the manner of presentation. Men have been using pictures as a communication medium from the time they began painting on the walls of their caves. This practice continued as they used pictures or drawings for signs, cartoons, and caricatures, and eventually photographs. From photographs evolved the use of larger than life pictures projected by "magic lantern" shows, which led to the development of moving pictures.

But while advertising agencies, corporations, collegiate and professional sports teams, educational institutions, and medical facilities have used all of these methods of communication to "sell" their ideas to the public, nonprofit organizations, and social service agencies have either avoided or never used motion pictures or even slidetape programs to express their views.

Developmental Disabilities Councils, associations for retarded citizens, cerebral palsy groups, epilepsy foundations, and similar agencies have utilized pictures with news releases, brochures, and occasionally even produced a small slide series. But, most organized groups have never ventured beyond these usual practices.

Because people in the United States are assaulted everyday by large amounts of news and information, your message can be hidden or ignored unless it is different in approach or presentation. To avoid the problem of lost or ignored messages, a Council should utilize any communication techniques that will enhance

its chances of successfully communicating with others.

One of the better ways of assisting your message to be heard and understood as stated is through the use of moving pictures. Pictures reinforce the "correctness" of personal interpretation, and moving pictures add further enhancement to personal perception while words alone can be misinterpreted. Also, a complemental soundtrack can point out, underline, and reinforce the visual message.

If moving pictures improve interpretation, why aren't they used to greater advantage? Reasons for the few uses of motion pictures, not necessarily in order, are expense, expertise, a lack of proper facilities and equipment, lack of self-confidence, and perhaps a tendency to employ more traditional methods of communication. Whatever the reasons, and this is not a complete list, organizations like DD Councils are not operating at full capacity of their public information and education effort if their members continue not to use or at least attempt to employ a visual medium for public education.

With this brief reasoning outlined for using a blend of visual and audio communication, a description of each medium--motion pictures and slidetape presentations--plus advantages and disadvantages of employing each one will follow.

My belief is that motion pictures, movies, films, or whatever name is used to identify them, is as nearly a perfect communication medium as has yet been invented. On their plus side films have color, action, sound, and thereby appeal to sight, sound, and emotion at the same time. When special or visual effects and/or animation is added, events and situations can be created which have never actually existed. Other advantages include: after being produced,

a projector and screen is all that is required for two or two hundred people to receive the message simultaneously. Also, film is easy to distribute to other locations for showing.

With these advantages, it would reasonably follow that everyone could produce films as information conveyors. But, the disadvantages are also noteworthy. A primary disadvantage is simply expense. A fifteen to twenty minute film can cost from $12,000 to $30,000 or more. Production of films also requires technical knowledge, plus expensive equipment. Actual production of film requires time, weeks or months, and often travel to other than local areas necessary to complete the story. And of course it is possible that when finished the film may not "say" what it had been intended to say.

There are ways to ease, if not eliminate, many of these disadvantages. The money can be found for projects: government agencies, foundations, and private enterprises fund projects like this every year. The expertise and equipment can be, and usually are obtained from the company hired to produce the film. The time required and locations are difficulties about which not a great deal can be done. The difficulty of having a completed film which does not transmit the desired message can be controlled by the realization that since your organization is paying the money, it has the final say in film content. Despite the possible stumbling blocks, films are a number one way of communicating.

A slidetape presentation, while lacking the action of motion pictures, can be a very effective method of communication. A series of photographic slides can appeal to the senses of sight and sound if either a "live" narrator, taped voice, music, or combination supplies the audio. Slide presentations have

additional advantage of small expense in relation to films. Also, it does not require expensive equipment or technical knowledge to produce an entire program.

Slidetapes can be presented by equipment carried in a person's two hands, and this equipment is also reasonably inexpensive. For example, an audiotape recorder, some sort of slide projector and screen are minimum requirements to communicate with two or two hundred people. Obviously, like films, slidetapes are reusuable many times. To create a slidetape, all that is necessary is to write down whatever you want to say in a script, select or shoot the slides you need, record the script on audiotape, put together sights with sound, and you are in business. If the Council is not satisfied with the resulting presentation, other slides can be substituted, rearranged, and script changes made without great expense or time lost. If desired, a slidetape can be automated. That is, some special audiotape recorders or special electronic units will facilitate the automatic changing of slides on the screen in syncrony with the audio track. Ultimately, slidetape programs do have advantages for a Council to "tell its story", but too often this medium has been avoided as a communications tool. If a more "polished" approach is desired than can be obtained from a one slide projector, one screen presentation and personally or tape narrated show, an alternative is to go the multiscreen route. This method of slide presentation has, or can add, the resemblance of motion or action to the presentation. The ingredient of action being added by the numbers and speed of slides flashed on three or more screens--plus the narration and music--can be added on audiotape giving still more "polish".

If the multiscreen approach is utilized, the expense becomes much greater. In fact, much equipment is needed: multiple slide projectors, screens, audio-

tape decks, large speakers, electronic slidetape syncronizing unit and connecting cables. Of course, this amount of equipment does hinder the mobility of such a presentation as compared with a single screen slidetape program. But this disadvantage can be reduced if a permanent site is used to house and display the presentation.

A multiscreen presentation, in addition to requiring more equipment, also requires more preparation, planning, and technical expertise. Script preparation is generally the same, as for a single screen while slide selection is more detailed due to the special effects wanted and reinforcement of the script. Naturally, a taped narrative with music can easily be recorded and coordinated with the slides by using a special, slidetape-syncronizing-electronic-unit.

In summation, remember that each of the media--motion pictures and slidetape--have advantages and disadvantages. The idea is to determine which will suit your Council's needs, purposes, messages, and audiences.

CHAPTER 3

DIFFERENT CHANNELS OF DELIVERY

Section 2.....RADIO AND TELEVISION

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RADIO AND TELEVISION

The broadcast industry, linked intimately with the largest audience known to man, offers unparalleled opportunities for organizations working for the public good. The electronic media offers opportunities thought impossible just a few short years ago. Where else can you talk about a subject, explain the subject, and even get people involved in a dialogue exchange and in the case of television--visually see what is being discussed?

Please don't think I am speaking strictly in terms of broadcast versus the printed media: Quite to the contrary, there will follow many thoughts and examples which are applicable to both media, but because my personal experiences have been related to the broadcast field, I will, of necessity think in broadcast terms.

First, let's get a few basic concepts in mind. We are seeking the best method for Councils to access and develop radio and television resources. Why? We are seeking PUBLICITY--we have a story to tell, we seek to inform, to impart information. In seeking this publicity, we must have a subject which is newsworthy, a "news peg" on which to hang a story or require broadcast time. Once that story is told, don't ever think the job is done. One of the next steps is PROMOTION. After informing the public about such DD topics as day care, transportation, and human rights, then we begin the job of "promoting" activity on behalf of the Council or special project. Quite frequently there may be no hard "news peg" on which to hang a story, but the concept needs constant "promotion" activity. It may mean presenting the same story, but in different words by different people. There is nothing quite as sad as a program which received fabulous initial publicity--takes off like a rocket ship, then fizzles out

because of lack of follow-up promotional efforts.

The combination of effective publicity coupled with promotion plus day to day activities designed to build sound and productive relations in a community or state that will enhance our reputation and its ability to serve--this is really what we're all trying to achieve, in one way or another, and this is simply good Public Relations.

Broadcast licensees are charged with the responsibility of operating in the public interest--serving the "needs" of the people listening or watching their radio or television station. These broadcasters are very much aware of this obligation; however, there are only a given number of hours a day to devote to this responsibility and fierce competition for these limited periods of time. We could spend an hour just listing the various agencies, non-profit organizations, church, civic, charities, foundations, national and international service related agencies--all in competition for the "free public service" time available.

Radio and television stations provide millions of dollars worth of time and facilities each year for many worthwhile community programs, but there just aren't enough hours in a day to satisfy every request received. A broadcast station's "product" is its air time, and air time cannot be expanded (like a newspaper page) if some extra material turns up. The DD message is important and of widespread interest, so it must be presented so effectively that broadcasters wouldn't be able to say "No, we don't have the time".

With this preamble as a sort of backdrop against which we are working, let's get on with the ways to get the job done. A few do's and don'ts, I feel will point out most clearly some effective ways to access radio and television

resources. My raison d'etre, if you please.

Whatever type of presentation you decide to make and to whatever media, there is nothing more effective than the personal contact. There is hardly a community, village or hamlet in these United States which does not have a radio station assigned to a broadcast frequency whether local, regional or national clear channel. We can't contact all stations--there are over 6,000. However, you can easily find which stations in the area with which you are concerned will be in a position and otherwise willing to provide broadcast time. In a large station there well may be a designated Public Service Director. In a smaller community station there will probably be the manager or the owner. In any event, personal contact is a prerequisite. Your contact must have a special willingness and awareness of your needs, and must recognize the usefulness of your broadcast announcement or program material as an ingredient of their service committment to the area and the public they serve.

There are all types of programming available. They range from the hour long spectaculars down to the brief spot announcements. These all need planning and cooperation with the station contact. Be sure you have specific facts and workable ideas. Don't waste the stations time on vagaries and generalities. There is nothing more complimentary to the person with whom you are visting than to seek his advise as to what method he feels would present the story most effectively. You may think a 30 minute interview might seem ideal for your purpose, but spot announcements, if well done, can be much more effective than a long drawn out program which is inadequately prepared and belabored. Know your stations and their type of programming. Listen or watch local shows first so you will know what you are talking about

when you call. If you know the "format" of the station, then you can easily tailor your message so it will fit in with the particular style the station uses. Don't expect them to change their style to accommodate you.

Once you have secured time or space, and especially if in an interview situation, do send someone who is articulate, can communicate, knows the story, and can tell it! There is nothing that turns off the listener or viewer more than a person who hems and haws around, stumbles and fumbles for words--in other words, just can't communicate. I don't care if he is the town's leading banker, philanthropist or what have you--if he can't talk, just leave his name on the committee or letterhead, but send someone who can tell the story and tell it well. Don't waste precious broadcast time with an ineffective presentation.

For radio use, you may choose to submit spot announcements which run 10 seconds (approximately 25 words), 20 seconds (50 words) or 60 seconds (150 words) for insertion in the daily schedule wherever they may fit. Remember, because you are in direct competition with many other agencies or causes, you must be sure these announcements are clearly, neatly typed, triple spaced, and contain the necessary who, what, when and where. The easiest way to find your material in the waste basket is to submit a sloppy, illegible piece of copy, or a hastily scribbled post card (For examples of spots from Iowa, refer to Appendix 2).

For a television interview, try your best to have available slides, film or photographs which can be used as visuals to demonstrate your message. Because of the heavy demands for interviews on talk shows, many TV stations demand visuals. If you submit slides in connection with spot announcements

and wish them returned, please indicate how you wish them returned, otherwise they will most likely be discarded.

For television, you should be aware that whether network or non-network programs are involved, they are virtually all of arbitrary predetermined length with critical several second areas within which public service messages may be placed. On occasion these might be within the body of the program or most often they are within what broadcast professionals term as the ID and station break area. During that period a station must identify itself as to call sign and city of license, incorporate one or more commercial announcements, possibly of 20 second length each and if properly (substitute professionally) prepared by you or for you, they may also incorporate your 10 or even 20 second public service message. Program and traffic specialists in television stations deal in just that--in seconds and the smooth production you see on the screen starting with the conclusion of one program, its closing sponsorship message and credits--thence into the ID and station break we have just discussed and finally to the start of the upcoming program for example at 8:00:00--and it means just that:00--is a carefully timed and intricately produced sequence. You must have a message that will fit into that sequence if you are to be considered for valuable insertion placement opportunities--which on occasion might be during the stations' highest viewing--including so-called prime time-broadcast periods. In that regard, don't be concerned with the unavailability of prime time placement; these are quite naturally in areas most difficult to penetrate--even for advertisers who often must wait in line for weeks or months. Your later evening shows such as Johnny Carson or day time or morning programs--these are the verdant vineyards wherein your insertions will probably find a home. And

don't downgrade their effectiveness. The most important matter is the effectiveness of your message, obtaining a place on the schedule, and generating a response once it is scheduled for broadcast.

Meantime, as you know, the individual stations schedule certain programs that are flexible--as compared to the relative inflexibility of the advanced filmed or video taped hour or half hour long programs. To cite a typical example: I conduct a daily half hour television program on a regional network serving all of eastern South Dakota and areas in Minnesota, Iowa, and Nebraska. Public service material is very acceptable, and we can use advance prepared announcements of 10, 20, 30, or even 60 seconds length (See Appendix 3 for examples of TV spots from Iowa). In addition we seek interviews with groups regarding their projects, organizations, and related activities. I prefer to work without a script, and most skillful interviewers would never use an advanced prepared script of stereotyped questions and answers. This type of presentation has long ago been abandoned by radio and television and knowledgable professional public relations representatives. If the subject matter of my interview is totally foreign to me, I request a short, terse fact sheet with highlights of the subject--again the who, what, when and where facts along with a phonetically spelled (if necessary) name and brief title identification of the person who is to be interviewed.

If I schedule an interview with the Director of Sioux Vocational School for the Handicapped, I want a handicapped person to be part of the interview. Just a simple question directed to the client--such as "What do you like best about the workshop"?-can have as much if not more impact than all the charts or statistics the highly trained director could possible describe. When a DD

oriented agency asks for time, they automatically advise me that they will have a child or some recipient of their services along with the spokesman.

A word about the mechanics of preparing broadcast material. Obviously this is a subject we can't cover in a brief presentation--it is an art in itself. However, here are some basics that I know will be both useful and obvious. Whether television or radio, we are dealing with the spoken word and the necessity for graphic and illustrated presentation. For television, translate that to visuals--art work, slides, diverse production aids, which only the professional can execute.

Now I want to discuss a very important point. If you have made a proper presentation to a station, and if this material is air worthy--it will be broadcast. If it is not broadcast you should look inward for the reason. Some ill-advised groups furnish stations with questionnaires and report forms which they ask the staff to fill out as some sort of proof of performance. On occasion they also suggest that they are going to communicate their thanks naming the stations' cooperation in communications addressed to the FCC. This can be a type of subtly designed pressure that can easily negate the concept of public relations which should always be positive and never negative.

In closing, a most vitally important suggestion--which should be put in the category of a "must". After you have either delivered slides, spot announcements, or had the scheduled interview, don't just walk away and think your work is done. Take the time to courteously write a thank you note to the station in appreciation for their cooperation in presenting your story. Not only is that old-fashioned good manners, but it also becomes a valuable asset when you approach the station at a later date for additional coverage assistance.

The DD story is not a one-time-and-it's-done type of project. The success stories which should logically follow become an invaluable asset to the continuation of the program, once it has been established positively.

The media is there to serve you--the people--at least the part of the electronic media I represent--so I challenge you to use it wisely.

CHAPTER 3

DIFFERENT CHANNELS OF DELIVERY

Section 3....NEWSLETTERS

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NEWSLETTERS

A recent study of how congressmen communicate with their constituents indicated that newsletters were more effective than any other means. Despite the fact that many congressmen spend a lot of time at meetings, weddings, wakes, and Bar Mitzvahs, most people interviewed had never met their representative.

DD Councils are in a somewhat similar situation. You have a complex series of messages to deliver to a large, but mostly identifiable group of legislators, professionals, service providers, and consumer advocates. You can't possibly talk face to face with all of them on every subject. You can't count on mass media to deliver all your messages for you.

Let's look at the possibilities in between. The simplest newsletter is a letter from the DD Council Chairperson, for example, to any list of people you want to reach. Another approach is more formal and contains more information and graphic embellishment (See Appendix 4). Regardless of whether the Council chooses the simple or more formal approach, the communicator must strive to improve readability. To do this, here are some steps you can take to get your message through:

1) Use offset printing. It gives a clearer image than mimeo and is often cheaper.
2) If you're preparing the copy yourself, use a clean typewriter, preferably electric, preferably with a carbon ribbon.
3) Get a third-class, non-profit mailing permit from the post office. This will cut your postage bill 75%.
4) Establish your mailing list before you write the newsletter. You should always write for your audience, and the style will vary for

each audience.

5) To establish continuity, have a formalized, announced issue schedule (monthly, quarterly, etc). People will come to expect your newsletter.

6) Have a logo designed. That's visual message that identifies your newsletter. It's like a letterhead, and like it, can be printed in advance to give you the price reduction for volume that's so important in printing.

7) Look for a non-profit printer. State agencies, hospitals, etc. often have printing plants, which are much cheaper than commercial printers.

8) Consider using press-on letters (letraset, for example) for headlines. These are inexpensive, available from any art supply store, provide visual relief from a cloud of type, and are easy to use after a little practice. Their only disadvantage is that they take time.

9) As soon as you get involved in any kind of layout work (starting with press-on letters), get the following:

   Non-reproducible blue pencils for marking copy. Grid paper: the best is white paper with a light blue grid, with squares of 1/8" and a heavier line every inch. Cameras can't "see" light blue, so you have nice guidelines that won't appear on the final copy.

10) If you've got a large circulation (over 2000) think about using photos and typesetting. Illustrations, by the way, are divided into two categories for printing. Solid color ones are referred to as "line shots" and if done in the same size as they are to be reproduced, can often be used in offset newsletters at no extra charge. You would have to pay for any enlargement of reduction, however. Talk to your printer

about this. Photographs are called "half-tones". My printer charges $5 per half-tone. This is a one-time set up charge, and doesn't vary if I print 100 or 10,000 copies.

As for writing for newsletters, avoid jargon. Jargon is a code to keep people confused. Use English. Second, if you have to choose between more short articles or fewer long ones, write short ones. The longer your articles, the fewer people will read them to the end. Finally, don't always pat yourself on the back. No one wants to read self-congratulatory wishes. Don't forget you're trying to communicate.

CHAPTER 3

DIFFERENT CHANNELS

OF DELIVERY

Section 4....NEWSPAPERS

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NEWSPAPERS

In writing about accessing and developing newspaper resources for DD Councils, we have made several opening assumptions:

1) A DD Council has decided upon its overall public information purpose(s), image(s), intended audience(s), and message dimension(s).
2) The Council is interested in communicating with a large audience.
3) A durable medium is desired.
4) A relatively low cost vehicle is preferred.
5) Some sort of continuous contact with the audience(s) is wanted.
6) The Council wants to communicate both scheduled and unscheduled information.

Because of these assumptions, a Council would most likely want to utilize newspapers (dailies and weeklies) as a primary channel of communication. After all, newspapers are plentiful and generally have more space to devote to news than radio and television. Additionally, some communication specialists feel that newspapers are the most effective news tool in reaching the public with a message.

Typically, newspapers publish scheduled or unscheduled news stories, features, filler material, advertising, editorials, and letters-to-the-editor.

1) News Stories are stories about events which pass the news judgment test (described later in this section) and involve a critical time element. This means that news stories are usually written about events which only happen once and must be reported in the next possible edition of the newspaper.
2) Feature Stories concern events which pass the news judgment test

and do not involve a critical time factor. This means that a feature story generally concerns an event that happens regularly or frequently and can be reported in just about any edition of the newspaper. The advantage to feature stories is that they can be held until the newspaper has enough space to give them prominent places in the paper.

3) Filler Material includes short (one or two short paragraphs) articles concerning generally unknown facts or anecdotes. The process of putting together the various stories, pictures, and advertisements which make up each page of the newspaper is similar to putting together a jigsaw puzzle, except that the pieces of the newspaper page frequently don't fit together well enough to fill the entire page. The short filler material is used to fill in the gaps in the newspaper pages. Most newspapers find filler material in short supply and will use any good fillers they receive.

4) Advertising in newspapers is prohibitively expensive, and most newspapers do not publish free public service advertising. However, it is worth a try to contact the advertising director of your newspaper and ask if he accepts free public service advertising.

5) Editorials represent the opinions of the newspaper on issues of general public interest. Most often, these statements appear on the Editorial Page, and they are based upon background information or fact sheets provided by citizens or agencies.

6) Letters-to-the-Editor are surprisingly well-read and easy to get published. If you write a reasonably intelligent letter stating your views on a

particular subject and mail it to the editor, you have a good chance of seeing that letter in print.

The determination as to which news category and what makes worthwhile newspaper communication is called news judgment. This process is purely subjective, and the criteria for making the judgments vary from one newspaper to another, depending on the personal opinions of the people who make the decisions. Despite the subjectivity of news judgment, here's a simple test which will help you find good stories.

All you have to do is find an event which is unusual and meets one or more of the following six criteria:

1) It involves a large number of people.

2) It involves a large sum of money.

3) It involves a prominent person.

4) It involves an injustice to a person or group of people.

5) It is unique to your area.

6) It involves an unusual twist.

The key to applying this test is the word "unusual". The mere fact that a substantial number of people or a large amount of money is involved doesn't necessarily make news. However, if there is an unusually large number of people or an unusually large amount of money involved, the story becomes newsworthy.

Your attitude toward the story idea, the timing of your approach and the quality of your idea will greatly affect the chances of getting a story published. If you think you have a good story idea (e.g., announcement and profile of a new Council member, new planning methodology, approach your

newspaper contact with the idea that your story may be a good one. Don't ask him to "help me out on this thing." Let him know that you are trying to help him and would like to know if he is interested in the story or not. There will be occasions when your story idea may really be a plea for help, instead of an attempt to help your contact. In this case, ask for help.

Don't limit yourself to informing newspapers about stories concerning the Council and its activities. If you happen on a breakthrough in DD research or run into another good story, call your contacts and let them know about it. They will definitely appreciate the tip and will be much more receptive to your story ideas in the future.

Since newspapers deal primarily in news, time is very important to them. Frequently, the time of day you choose to approach your contact will determine how receptive he is to the idea. By using the following simple rules, you can enhance your chances of getting your story published:

1) When you request coverage of a particular event, make your request well in advance of the event. Let the editor or reporter know of the event at least a week in advance. Then, follow up with a second contact one day before the event. Phrase your follow up contact to ask a question such as, "Is there anything I can do to help you in covering the event?"

2) Most newspapers operate on very strict deadlines. You can never expect them to alter the deadlines for anything but the most earth-shaking news stories. Make absolutely certain that you provide the newspaper with all the information it needs well within the deadlines.

3) Since the deadlines are so strict, newspaper personnel begin their workday at a very slow pace which increases gradually until it reaches a frantic pace just before the deadlines arrive. Common sense will tell you that a newspaper reporter or editor will not have time to discuss a story with you at any time near a deadline. The best time to approach weekly newspaper personnel with a story idea is the day after their last issue. The best time to approach morning daily newspaper personnel is between 10 a.m. and noon. The best time to approach afternoon daily newspaper personnel is between 7 and 8:30 a.m.

When you have a minor news story or a story of interest to a large group of newspapers, the best method of approach is to provide a news release. The news release is also beneficial in assisting reporters as they cover an event. (In this case, the news release should include only background information which would be helpful to the reporter in writing his story. Perhaps a Press Kit could be made available which contains basic brochures and background information on DD). Unfortunately, some organizations feel compelled to issue a release a week, whether there's news or not (the "crying wolf syndrome"). In the long run, this practice conditions editors to throw away your releases without even looking to see if, this time, it contains real news.

Preparing a good news release is extremely important style of the release writing should follow accepted practice for the news writers of main papers in your area. Furthermore, it should abide by certain, simple rules, such as:

1) Use your Council letterhead, if you have one. If not, make sure the name, address, and phone number of the organization are at the top of the page.

2) On the right side, just below the letterhead, put the name and phone number of at least two persons who can be reached during the day to answer questions about the events you are publicizing.

3) At the upper left corner of the page, type the words "Release Date" and add a date after which the release can be published. In most cases, the release date will be listed as "immediate". However, news releases concerning speeches or other events may be written in advance and scheduled for release immediately following the event.

4) The first paragraph of the release should answer the questions Who? What? Where? When? Why? How? concerning the subject of the news release.

5) The second, third, and following paragraphs should include information of declining importance.

6) The release should be typewritten, double-spaced, and should not exceed two pages except on rare occasions.

7) If your release has more than one page:

Write MORE at the bottom of Page 1. At the top of Page 2, write Page 2 and the first phrase of your headline. Repeat for any additional pages. If the editor takes your release apart, he'll always know there's more than a page. End your release with either ### or -30-. To an editor, that means the end.

Here's an example of a brief newsrelease:

For Further Information
Contact:
Name and Phone #

FOR IMMEDIATE RELEASE

DEVELOPMENTAL DISABILITIES:
ADVOCACY, REFORM, AND LEGAL RIGHTS
CONFERENCE ANNOUNCED FOR MAY 30
AT QUAIL ROOST

Tom Harris of Dunn, Chairman of the Developmental Disabilities Planning and Advisory Council, and Dr. Robert L. Ankk Commissioner of the Department of Mental Health, have announced that Governor Thomas P. Pratt will be the welcoming speaker at a conference on Legal Rights of the Developmentally Disabled: Advocacy and Reform. This meeting will be held at Quail Roost on Saturday, May 30, from 9:30 a.m. to 4:00 p.m. All concerned parents, lawyers, other professionals, and the public are invited to participate.

Those interested in attending are requested to register in advance by calling the Department of Mental Health in Sebring, 802-828-2481. The only charge is $4 for lunch at Quail Roost. Enrollment will be limited to a maximum of 100.

Described as "a consideration of current legal structures, cultural attitudes, and techniques of advocacy concerning individuals diagnosed as cerebral palsied, epileptic or mentally retarded," the conference will involve participants in the spectrum of possible advocacy roles developed by concerned citizens in our state and around the country.

###

Whenever possible, enclose a photo with your release. Dailies prefer 8 x 10 glossy prints. Try to avoid the handshake pose, or the six people crowded behind a table pose. A good photo will increase the chances of your release being printed, and more importantly, will increase your readership. Write a brief caption for each photo and paste or tape it to the back. Clearly identify each person, and be sure to indicate which side of the photo is up. If you have more than three or four people in your picture, it's probably lousy.

There are four key points to keep in mind about disseminating news releases:

1) Make sure that it gets to the proper editor (city, feature, education, science, health, chief editorial writer, political).
2) Hand carry releases when possible.
3) Allow a few extra delivery days if you use the mail.
4) Maintain personal contact with key editors. Be sure that they understand your DD program.

When you are utilizing several different media (newspaper, radio, TV) to cover one story, the way you treat the various media can make or break your future efforts to utilize them. By following these simple rules, you can improve your relationship with the various media and guard against ruining the relationship.

1) When you utilize media for a news story, try to set it up so that all the media can cover the story at nearly the same time. It is best to do this press-conference style and have them all arrive at once.
2) Don't show favoritism. If you try to give one newspaper all of the

good stories, you will only succeed in making the other newspapers' reporters mad at you. Even if one of the newspapers is superior to the others, always remember that different people read different newspapers, and you can reach all of the newspaper readers only by using all of the newspapers. The favoritism also applies to the timing of your release of the news story. Nearly all radio and television stations broadcast the news at the same time, but different newspapers are published at different times or on different days. If you always release the story so that one newspaper always has a chance to print it first, you will make the other newspapers' reporters just as mad at you as if you hadn't even told them about it.

3) Don't try to get more than one of the media to do a feature story on the same subject at a time. If you have a good feature story idea, give it to one of the media. Then, wait a few months and give it to another and another until they have all reported on it.

4) Don't try to get more than one media to do an in-depth report (a series of newspaper articles or a special radio or TV program) at the same time. Follow the same procedure as with feature stories.

In conclusion, the Council's job in using newspapers will be to find a solid story to communicate. All the Council has to do is find that story and share it with its intended audience(s).

CHAPTER 3

DIFFERENT CHANNELS OF DELIVERY

Section 5...OTHER CHANNELS

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OTHER CHANNELS

Introduction

When we talk about public education, too often we think only of radio, television, newspapers and film, and ignore dozens of other creative, lowcost channels to get our message across. There are at least three broad areas to consider and they are suited to different types of messages aimed at different audiences. The first area is indirect communication where you can never be entirely certain who is receiving a message or whether it has been received at all. Most advertising, radio, television, billboards, and mailing circulars are forms of indirect communication. While indirect communication has elements of uncertainty, it is generally the best solution to reaching large, dispersed audiences with relatively simple messages.

But you undoubtedly have more detailed and more complex ideas which you want to communicate in a way that will make a lasting and meaningful impression. If you can specifically select your audience there are several effective ways to make use of direct face to face communication.

Finally there are some new and interesting possibilities which the combination of new technology and government policy has made available to community groups and even individual citizens. These are in the area of public broadcasting, cable television and video tape.

Indirect Communication

Basic tools: Indirect communication works best when the ideas are simple and clearly presented. So there are two things to do before you start that will improve the effectiveness of all your communication:

1) Know the information you want to communicate. If the essence of it

can be reduced to a phrase or slogan it is very adaptable to a variety of formats.

2) If at all possible have an identifiable logo. First, because a good logo tells a big story with just a simple design. Second, a logo creates an identity which gives cohesion and added force to all your communication efforts.

Print material:

The basic tools logo and message, can be used in a large range of print matter materials. For instance, your letterhead could include them to make it immediately clear to everyone who and what your "business" is. Also, simple brochure could spell out in greater detail what you do, how you do it, for whom and why. On more specific topics, single page flyers or fact sheets which carry your identifying logo could be generated.

An annual report is another good vehicle for publicizing the progress and plans of the DD Council and/or special programs over the past and coming year. It might be a very simplified brochure-like version of state plan.

A final inexpensive way to get your story out is to "piggy-back" on somebody else's mailing. Most public utilities, department stores and banks include additional print matter in their bills each month. Contact the company's public relations department and ask that they include your mailing price in their bills. Some will be receptive and others will turn you down. It is a good idea to study the information included in your bills each month and choose the most receptive companies. Some use the bill enclosures to advertise only their products, while others include a full range of information.

Signs and posters:

If your message includes a simple slogan or phrase and you can incorporate some interesting drawings or graphics (even the words arranged in an interesting way), you might consider billboards. Commercial space on billboards is generally too expensive to consider. However, many billboard companies will give you space on an otherwise empty billboard just for the asking. Billboard companies usually only donate the space and leave you to find someone to pay the production costs. Some sign painters will offer their services at a discount rate. On the other hand a local company (bank, automobile dealer, etc) might pay the entire production cost in return for credit on the billboard noting the company as sponsor. In some cities, banks and other companies have signs which are designed to accommodate slogans and announcements of special community events. These special "billboards" are generally reserved for special events, fund-raising and membership drives.

The same design utilized on a billboard can be replicated on a smaller scale into a sign, poster or even a bumper sticker. Banks, local merchants, and even the Post Office might display your poster while buses and taxi cabs might display public service signs or bumper stickers.

In some places community fix-up campaigns offer an otherwise blank wall and free paint to anyone with the energy and interest to paint it. Creative outlets of this sort are available if you look for them.

Finally, your postage meter (or that of a cooperating institution, company, or insurance company) can be used to display your logo and/or a message next to the post mark. Check your mail and see how other groups have already taken advantage of this.

Person to Person Communication

Personal Experience: Nearly all advertising executives agree that personal experience is the best way to convince consumers that a particular product is really what the ads say. They frequently give out coupons discounting the price or have a "buy one, get one free" sale to get people to experience a particular product. With your public awareness program, all of the indirect communication in the world may not do as much to help developmentally disabled people as one special event which places a group of everyday people in direct contact with the developmentally disabled.

One very successful special event is a "One-to-One Day" which matches about 150 community residents with an equal number of developmentally disabled for a day long picnic in the park. The idea is to give the community residents a chance to get to know a person who had been labeled, "developmentally disabled", and find out that people are people regardless of labels. Events like One-to-One Day have the additional benefit of being ideal for a feature story by the local newspaper or television station. Be sure to give them plenty of advance notice. Other events of this type can be arranged such as visitations or open houses at an institution or a group home. Members of the DD Council might serve as guides for a "Tuesday Afternoon Walk" to visit projects and facilities for the developmentally disabled.

Word of mouth: After personal experience, the second best method of persuasion is word of mouth, person to person communication. Seminars, workshops, and a speaker bureau are examples.

To give your word of mouth campaign wide reach, a speaker bureau can be set up. To be really effective, you need not only recruit qualified speakers

but support them with back-up information (perhaps sample speeches) and provide them with materials (your brochure and fact sheets). Generally, the local chamber of commerce can supply the Council with a list of local civic clubs. Simply contact the civic clubs and alert them of the availability of public speakers. Most civic clubs are eager to obtain programs for their meetings and will be glad to give your Council a chance to tell them about developmental disabilities. It is a good idea to keep a file of speakers and a log of speaking engagements. Simply match each engagement with a speaker and let him do the rest. Above all, be sure to recruit good public speakers.

Civic groups are certainly not your only audience. You may want to plan seminars or workshops and invite specifically targeted groups, such as pediatricians, dentists, educators, judges, lawyers or any number of others. If holding a workshop is too large an undertaking (and it certainly would be for each of these target groups) then look for other people's seminars, workshops or conventions and "infiltrate" them. A call to the program chairman with an offer of a qualified and dynamic speaker relating their topic to DD can get you important audiences at no cost. Be especially vigilant in looking for meetings of doctors and educators.

Displays and booths: Another way to tell your story face to face is a booth at a community fair or in the lobby of a co-operating bank, department store, theater, public library, or the YMCA or YWCA. The booth can be part of a one time only campaign, part of a special week or month or perhaps even a permanent fixture. If a booth, which requires constant manpower, is too large a demand on your resources, you might design on attractive display with a variety of literature which the public can take and read at their leisure.

These two concepts, the booth and the display, can be combined so that when someone is available (perhaps several fixed hours per week) the booth is "open" while the rest of the time it is a permanent display.

Face to face communication and the news media: As with any audience it may increase your effectiveness to deal with the news media face to face as a group by calling a press conference. Usually staged for the benefit of TV and radio, the press conference has an impact on print as well. If you're holding a press conference, do it as close to the state house press room as possible. The closer you hold it to the press, the more people show up. Use a dated, timed release for press conferences so newspapers don't run the release before the event. The best times for conferences are between 10 a.m. and 2 p.m. Monday to Friday. This gets you on evening TV and radio and in the morning paper the next day. If you have a dominant evening paper, you'll probably have to limit yourself to the earlier hours. Most of all, be sure you have a real story of interest and importance.

Listening: It is important to remember that communication is a two way phenomenon. It means listening as well as talking. We have a tendency to concentrate only on getting our message out (active communication) at the expense of the opposite side of the coin, listening (passive communication). You may want to formalize the "passive communication" both to improve the quantity and quality of what you hear and to reassure those with something to say that the DD Council really does have an attentive ear. One way to do this is to hold public hearings on topics of interest to a community. The more you move your hearings around to various communities the better will be your "grassroots" input. If your Council has established regional or

district citizens committees they might be a particularly well placed group for establishing a dialogue through public hearings.

Another effective passive communicator is a central information and referral system. Some DD Councils have had success with a "hot line" which residents of the state can call toll free to get information on where services are available, or to notify the Council of a developmentally disabled person who needs assistance. The existence of the "hot line" and its number can serve as the focal point for a campaign of public service announcements on state-wide TV and radio. It might even be possible to tie the "hot line" concept to a telethon format.

Public Broadcasting, Cable Television and Video Tapes

Public Broadcasting: While it may be difficult for a commercial radio or TV station to commit huge amounts of time to the DD Council, do not forget the public radio and television stations. Public broadcasting stations do not need to worry about advertising revenue and their "raison d'etre" is service to the community. Although their resources are obviously not unlimited they can often be helpful in ways that a commercial station could not afford to be. They are interested in programming which serves the community's needs so that they might be receptive not only to a telethon but also to panel discussions and interviews, a documentary or even broadcasting Council meetings or hearings if they were of vital interest to the community.

Cable Television: Cable television is a relatively new development, a hybrid of broadcasting which works like this: A cable television company builds a master antenna for an entire town or a neighborhood and connects each TV set in each home to it via a special cable. The master antenna

improves reception and brings in faraway channels, but it also provides for use of all the channels on the dial which cable companies have employed in a variety of ways. Federal Communications Commission regulations require certain types of cable companies to make at least one channel available to anyone on a first come first served basis. Some cable systems have channels which are dedicated for use solely by the local government and/or school system. A few cable companies have even gone as far as supplying a studio, portable TV equipment for on-location work and people to train anyone interested in using it.

The FCC has also encouraged cable companies to originate local programming and over 600 cable systems now do. This usually means programs specifically oriented to the community or neighborhood that the cable company serves. The cable company does not usually allocate much money to its program origination channel so they are often quite receptive to anyone who can help them fill the time with something of interest to the cable company's customers. If you have (or can borrow or rent) video tapes or have access to video tape equipment this origination channel may be a novel approach to local audiences.

Video Tape: The equipment comes in three sizes which denotes the width of the video tape it uses. One and two inch equipment is of broadcast quality but is very expensive and not at all portable. Half-inch video equipment is portable, more reasonably priced but cannot be broadcast. However, most of the video tapes in circulation and the only video equipment you would want to invest in are the half-inch format.

Half-inch video has two important uses. It is ideal for cable TV and a tape you produce yourself, borrow, or rent could be shown on the cable

system's public access or local origination channel. Second you may want to record events, an exceptional speaker, panel discussion, One-to-One Day, etc. to be played at a Council meeting, seminar, or workshop. Video tape is not as flexible to edit as film but it is so much cheaper, less cumbersome, and easier to use. Anyone can learn to use it in a half hour or less. And of course, if you don't like what you have recorded just erase the tape and use it for something else.

Conclusion

This list of ideas is by no means meant to be exhaustive. Public education is a creative art and that goes for the medium as well as the message. This should start you thinking about the possibilities.

CHAPTER 4

SUMMARY

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SUMMARY

In concluding this first document on public education for DD Councils, I will try to synthesize a considerable portion of the preceding material into some specific, planning suggestions. Hopefully these hints will assist the reader to conceptualize an awareness program which carefully examines alternatives for communicating what, to whom, for which purposes, when, how, and with what effect.

Planning Program Purposes

Because Planning and Advisory Councils want to nurture public awareness, information or education on issues related to DD, they must be able to clearly outline their program purposes or goals. To help the reader think about this planning activity, here's a list of seven purpose statements for consideration:

1) Stimulate the development of new laws, reforms, community services, and/or appropriations dictated by the needs of DD citizens.
2) Promote acceptance and understanding for developmentally disabled citizens and the DD concept.
3) Facilitate the development of the DD citizen's self concept, skills, and knowledge.
4) Provide reliable, accurate, and current information on the DD law and related concerns.
5) Keep DD citizens or advocates informed about available services and rights so that they may participate and gain full benefit from them.
6) Promote activities of the DD Council and facilitate the positive development of relations between governmental, public, and private agencies.
7) Cultivate new publics who may act on behalf of DD movement.

These seven information, persuasion, and motivation purpose statements are intended as examples. They should be viewed as jumping-off points for Council communicators to delineate their own purposes. After all, it is essential to know what is to be accomplished and what needs are to be satisfied.

Having accomplished this planning step, the Council can move on to the next phase, which involves the matching of their specific messages and delivery channels with their specific audiences.

Planning for Audiences

Audiences, like purposes, must be identified, analyzed, and agreed upon. Most often, the audiences which will receive the messages can be subdivided along different dimensions. For example, size can be divided into meaningful categories such as a single person, small group (up to 100), and or mass (100 or more). Occupation, sex, and education are other dimensions. Finally, assumptions about an audience's knowledge base, values, feelings, and needs should be explored by Council communicators.

Many of the typical target audiences for a DD program include legislators, educators, doctors, attorneys, social service professionals, consumer groups, and parents. To many public information professionals, this type of audience grouping represents around 15% of the total population. However, if the goal of a public awareness program is to promote greater public acceptance and understanding, a DD program should direct a large portion of its efforts to the 85%--the so-called "general public". Apathy and avoidance can be changed. New laws and services can be stimulated. Positive relations among agencies can be promoted. However, to accomplish these and other

worthwhile ends, a close examination and understanding of the intended audiences is mandatory.

Message Planning

Having delineated purposes and audiences, a Council must cope with the complex issue of message determination and design. Precisely what content--facts, opinions, interpretations--should be prepared? Is it difficult or simple to understand? Does it ask for a response or offer rewards?

In general, DD Councils have two broad messages. The first deals with the Council, what it is doing, and its state plan. The second broad message concerns the DD concept and those citizens who are developmentally disabled. The following statements (Nelson 1973 and Paul 1974) provide the basis for both kinds of messages. They are offered in order to stimulate initial Council discussion on the issue of designing and clarifying messages:

1) The client, the developmentally disabled person, has constitutional rights as a citizen. Denial of any of those rights compounds the disability. Those rights must be secured including, or especially, in those instances where the disabled person is not able to rise to his own defense.

2) The developmentally disabled person has a right to live in his own community. If rejected by his own family, he has a right to resources for a decent life without compromising his own personal integrity.

3) The developmentally disabled person has a right to pursue a life beyond stigma. This requires an educated citizenry, an accommodating physical environment, alternative resources which are not

characterized by demeaning labels or exclusive incompetency criteria for participation, and an advocate to monitor his well being and assist in increasing productive and adaptive interaction between the developmentally disabled person and his environment.

4) The developmentally disabled person has educational, psychological and medical needs which must be met appropriately, sufficiently, and on time. The developmentally disabled has a right to appropriate educational and treatment resources. No sub-human or even sub-standard environment-physically, socially, or morally--can be rationalized as acceptable.

5) The care giving systems are, themselves, a source of information from which we can exact information for developing a message from the DD Council.

6) What can be done to prevent developmental disabilities?

7) What is being done to prevent developmental disabilities?

8) What are developmental disabilities, and what are the causes, including those for which prevention is, at this time, unknown and what is the potential for a developmental disabled person?

9) What special services need to be provided for developmentally disabled people, or what is this community doing to provide special services?

10) What are the advantages of early intervention?

11) How is a program for developmentally disabled people run? Feature a specific pre-school program, an educational program, or a work training program.

12) Use interview with employers plus state and national statistics.

13) Does your community offer maximum opportunities for "normalization" of handicapped people?

14) Citizen Advocacy: what it is, why it's needed, and who will do it?

15) Feature stories about local professionals, why they entered the field and what they do.

16) Feature stories about local developmentally disabled people.

17) Feature stories about members of the community and how they help developmentally disabled people:

a. parents

b. direct service volunteers

c. businessmen who employ the handicapped

d. businessmen who supply sub-contract work

e. volunteers who help on fund raising

f. people available for speaker bureaus

g. bureau members, Council members, and committee memers

18) current Council activities

Naturally, message design relies heavily on one more factor: a Council must know and understand its DD citizens.

Planning for Delivery Channels

Since much has already been written in this document about the ins and outs and pros and cons of different delivery channels, I would like for the reader to consider a particular planning framework. It was developed by Read (1972) for matching and selecting channels with messages and audiences. While Read admits that this format is not based on a scientific formula, his intuitive guidelines may be helpful for public education planning:

Mass media channels. We should achieve maximum communication efficiency by using mass-media channels under the following conditions:

1. The audience for the message is large. The mass media, in fact, offer the only practical channels for reaching large, general audiences.

2. The message is simple. This does not mean that the message lacks importance, but the concept should be easy to grasp and understand.

3. The message is timely. There is need to reach audiences quickly.

4. The audience is exposed to the mass-media channels. A large share of the intended audience subscribes to and reads newspapers, or listens to radio, or watches television.

5. Time and money are limited.

Group channels. The following conditions suggest the use of group channels (meetings, conferences, field days, and direct-mail services):

1. The audience is relatively small, specialized, easily identified, and highly motivated.

2. The message is either complex, highly specialized, or both.

3. Communication effectiveness depends in part upon immediate audience response and feedback. The audience does more than receive the message.

4. Message content is more important than timeliness.

5. Time and other resources are available.

Person-to-person channels. The conditions that suggest the use of person-to-person channels are almost self-evident and include the following:

1. The audience is small, and motivation may be slight.

2. The message, simple or complex, must be fitted to the individual

needs of the receiver.

3. The timing of the message is not critical.

4. Time and other resources are available.

The exceptions. There are exceptions to all guidelines, of course, and we find many exceptions for those above. (p. 303)

Planning for Evaluation

No public information plan would be complete without some consideration for evaluation. For just like other sponsored activities, the Council must collect information in order to gauge the effectiveness of them, as well as provide data for continual decision-making purposes.

Since Councils use many different planning and evaluation systems for gathering data about program impact, effectiveness, and objectives attainment, I cannot suggest an overall methodology for public education. Furthermore, the state of the evaluation art for this area is not that scientific or sophisticated. Of course, there are elaborate techniques and forecasting procedures which are being experimented with and implemented by large corporations. However, these are very expensive and usually too obtrusive for Council purposes.

Therefore, what are some methods which can be designed and used to evaluate different dimensions of a plan? The following suggestive procedures could be employed to collect data for program assessment:

1) Clipping service--to keep track of how many newspapers are running the Councils' releases other stories.

2) Estimated numbers of persons reached as a result of televising a TV program.

3) Numbers of persons writing to the Council for information about its activities or Plan.

4) Names and addresses of persons responding (via a WATTS telephone number) to a radio campaign sponsored by the Council.

5) Evaluation forms containing satisfaction and impact questions that are collected and analyzed following a public education seminar or workshop on topics such as SSI and revenue sharing.

6) The frequency of messages transmitted via radio and TV.

7) Appearance of a new governmental ruling, community service, or appropriation attributable to a comprehensive Council program.

8) Data from a Speaker's Bureau.

9) Number of times a bank, library, or department store asks for displays or booths.

10) A third party panel to assess, using predetermined criteria, the impact of face-to-face activities (e.g., One-to-One Day in Tennessee).

11) Circulation figures and feedback (formally solicited or informally provided) from readers of a Council newsletter.

12) Post card feedback data on a film or slidetape that is circulated by the Council.

Regardless of the methods developed and used, the Council should make sure that its evaluation procedures are tied closely to its program goals. Furthermore, it should document as best as possible its successes and failures. In this way, decisions about the overall plan can be more closely scrutinized, changed, and improved over a period of time.

Coordinating the Program

A Council may be fortunate to have the services of a full or part time staff member to coordinate their public education planning. Or, a talented task force or subcommittee on public information made up of Council members. Or, on-going consultative assistance provided by an advertising or public relations company or individual professional.

If none of these is the case, a Council might make use of other agencies and resources which can facilitate the development and production of messages for a given channel and audience. For example, UAFs, educational media centers in public schools or universities, HEW regional communication programs, and state government media or public information offices should be contacted. Another facilitator might be consumer groups. Audette (1973) suggested that DD Councils should consider contracting the development and production part of programs to local groups such as ARC, UCP, and Epilepsy. Of course, the final determination as to who will coordinate the program will depend largely on such factors as availability of local talent, regulations, purposes, and resources.

Executing the Plan

Even with someone responsible for coordinating the development and execution of the public awareness efforts, a Council must continue to explore programmatic alternatives, keeping money and time in mind. Additionally, it should strive for program consistency, clarity and credibility. Furthermore, it should seek long-term exposures, Council input, and a good mix of delivery channels.

After a plan has been conceptualized, the Council is ready to implement it.

Read (1972) offers some execution suggestions.

> Step 1. Budget time and money for each of the communication activities called for in the plan, and work up a calendar of deadlines for those activities. When will the first news story be written, the first radio program be aired, the first television program be presented? What are the dates for the scheduled meetings, and when must the first planning session be held for each meeting or the series of meetings? When and how will the meetings be publicized?
> Step 2. Plan schedules to meet the deadlines. With a realistic time budget, we should be able to estimate the number of hours needed each week to carry out the plan. If the number of required hours is unavailable, we must adjust the plan to fit the hours.
> Step 3. Evaluate the plan after each step and make adjustments called for by the evaluation. Our first meeting may have been so successful that subsequent meetings are not needed. Cancel them. We learn that the television station has changed its program schedule, and the show we counted on is unavailable. We must shift resources to other channels. Audience feedback indicates more misunderstanding of the problem than we anticipated. We may need an additional series of news stories.
> Step 4. Make a final evaluation and prepare a report on successes and failures for future reference. We can improve our efforts tomorrow only by applying the knowledge gained today. (p. 305)

Good luck in Reaching Out to the publics!

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APPENDIX I

CONNECTICUT PROGRAM

RECOMMENDATIONS

RECOMMENDATIONS FOR THE PUBLIC AWARENESS PROGRAM

ON BEHALF OF

THE CONNECTICUT DEVELOPMENTAL DISABILITIES COUNCIL

Ruder & Finn, Inc.
110 East 59th Street
New York, New York 10022

and

DDTA

Media and Information

Winter 1974

Please Note:

The reader should keep in mind that the enclosed document was presented in the form of planning recommendations to the Council. In no way, should this content be construed as the blueprint or definite implementation plan for Connecticut. Rather, it serves as a roadmap for the exploration of various strategies and approaches. From these alternatives, the Council can select those useful elements for further development and later implementation.

Already, this document has stimulated the organization of a new Council planning and advisory committee on public awareness. In addition, the Council has authorized a new staff position which will coordinate its efforts in this area.

Thus these planning suggestions should be viewed as flexible and dynamic ones because of potential changes in information, circumstances, and resources.--Editor

I. Outlining Purposes

The Developmental Disabilities Council of Connecticut is responsible for the coordination of service planning efforts on behalf of those afflicted with mental retardation, cerebral palsy, and epilepsy. The public awareness goal of the Council is to stress deinstitutionalization as far as possible: by facilitating the instruction of citizens in the habits and skills that will allow them to function in society, and by providing opportunities for them to do so.

As a result of this Council priority, the primary purpose of this program is to break down those commonly held prejudices which may be preventing the developmentally disabled from playing the role in society they rightly deserve.

The public awareness program must be geared to informing key publics that the developmentally disabled are not to be feared. They are to be seen as individuals--many of whom can be helped through available facilities--who have useful contributions to make in and to their communities.

Placing its emphasis on modifying prejudices about the nature of DD, the Connecticut program will gear its efforts to:

A. Help find jobs for the developmentally disabled.

B. Help eliminate fears about the nature of DD afflictions.

C. Create an atmosphere of acceptance for group and foster homes.

D. Help get assignments and contracts for shelter workshops.

E. Inform Connecticut citizens about statewide (public and private) facilities available for treatment, training and counseling for the developmentally disabled and their families.

II. Pinpointing Audiences

We are dealing with a varied group of publics to be reached--the lay public which includes businessmen, students, homeowners, employers, and other parties- and professional groups such as doctors, teachers, police, nurses. A public education program of this type demands consistent efforts over a long period of time and the choice of effective communications. Yet a significant and immediate impact can be made through a systematic approach to these groups, particularly through publicizing successful experiences in working with the developmentally disabled, and by merchandising publicity results as widely as possible.

At the same time, the DD organization must also be geared into the total public awareness effort. We therefore suggest a dual-pronged attack. The first is aimed towards internal audiences--supporting supervisors, directors of regional centers and private consumer organizations to help them obtain specific goals (such as establishment of group homes, development of shelter workshops, creation of job opportunities) with their audiences in their regions in Connecticut. The second prong is directed to external audiences-lay and professional.

III. Designing Messages and Media

In selecting the most effective methods of communications, Ruder & Finn has kept two objectives in mind:

- o They should have the greatest impact in terms of the job to be done.
- o They should be economical.

A. Internal Audience Efforts

In our meeting with Dan O'Connell, Marilyn Gravink, and David Berdon we learned that the Regional Centers and other agencies have been active in helping to educate the public about their

activities, their deinstitutionalization efforts, and their contributions to the developmentally disabled. Hence, it becomes evident that these organizations need support and cooperation from the DD Council.

Following are our recommendations:

1. Public Awareness Manual

Although some of the regional centers have personnel who have been successfully dealing with the media, many do not. It is essential that those who need training in developing public awareness have a manual to which they can refer for guidance.

It should include:

a. How to identify audiences

b. How to approach the media

c. How to present information--releases, pictures, background.

d. How to invite the media to visit your facilities.

e. How to arrange for interviews.

f. How to arrange a press conference.

2. Workshop to train persons in use of the manual

A short course should be designed to develop skill in using the manual. This complemental training experience should highlight methods and strategies which are "down to earth" for program execution and follow-through.

3. Clearinghouse Newsletter

How one regional center or similar agency achieves success in specific projects should be transmitted to others so that they may learn from and build on successes. We recommend a bimonthly two-page bulletin to be distributed to all supervisors, directors and volunteer chiefs. It would contain case

histories and step-by-step descriptions of how successes were achieved.

To obtain current materials for this newsletter, it is imperative that channels be created to inform the Council about new, stimulating developments on headquarters and center levels. For example, how one regional center obtained permission from a zoning board to buy and build group homes. Perhaps report sheets specifically designed for spelling out such events should be created and distributed to each regional center with the suggestion that they be submitted to the Council on a monthly basis along with any newsclippings which resulted from the project.

B. External Audience Efforts

Many members of the print and broadcast media will depend on the Council for newsworthy new developments as well as the basic information about DD activities. Consequently, the Council subcommittee should examine these recommendations:

1. Two Basic Brochures

These brochures can be utilized for approaching possible employers, community leaders, physicians--the lay and professional publics--as well as local media. They would provide a clear reference source and would open the door for unsolicited approaches to the public.

a. A clear, succinct four-page brochure should be created which describes the role developmentally disabled citizens can play in society. A brief discussion of famous developmentally disabled persons, a blurb on the Council, and case histories of people who today have been successfully deinstitutionalized should be included.

b. A four-page brochure to describe and illustrate the services to DD citizens by the regional centers and/or other agencies.

2. The Press Kit

A constant systematic barrage of information must be provided by the Council. But before this information is transmitted it is necessary to lay the groundwork for newspeople who are not acquainted with DD. We recommend the creation of a basic press kit to be provided to those editors and writers who request it or are working on specific stories related to DD.

It should include the following:

a. Background information on DD.

b. Basic brochures.

c. Photographs.

d. Background release describing history and development of regional centers and their services to DD citizens.

These press kits should be available through the DD Council subcommittee on public awareness and through the regional centers.

3. Publicity

a. News releases should be sent to all media announcing new developments in the DD program.

b. Interviews should be arranged for specialists and politicians actively involved in helping the developmentally disabled.

c. Public service radio and television spots must be developed.

d. Question-and-answer columns should be distributed on a regular basis to every paper in the state.

Ideally, these should be weekly mailings.

4. Speaker's Bureau

While printed material is a good source of information, nothing replaces the impact of face-to-face communications. We learned at our January 14 meeting that requests for communication with external audiences are often handled through regional center volunteer chiefs. (While members of the Council are asked to speak, it is usually for DD-related audiences). A knowledgeable speaker who can move an audience will be most effective in helping to break down those prejudicial barriers which may be preventing citizens from participating in our society.

It was suggested that the most effective speakers would be the developmentally disabled and their families. When audiences are faced with the actuality of the achievements of the developmentally disabled, or are given first-hand accounts describing how they have been prevented from fulfilling their capabilities due to unrecognized prejudices, it helps to break down barriers.

There are good speakers and there are bad ones. A list of good speakers with their time availabilities and basic background about them should be made available to the regional centers and other agencies. Through this bureau, speaking engagements will have the greatest and most dynamic impact.

5. A Program of Mailings

A mailing campaign should be considered for reaching specific groups. Mailings would consist of educational newsletters drawing upon the case histories and successes of the regional centers and other agencies.

A few examples are:

a. Mailing to Corporations

1) Features about successfully employed and rehabilitated developmentally disabled persons.

2) Features about corporations that are utilizing shelter workshops.

b. Mailing to Psychiatrists

Features about people affected by DD who are receiving psychiatric treatment.

c. Mailings to Teachers

Features about the developmentally disabled in the classroom.

6. Photo Display

A traveling photo display of services provided by regional centers and other rehabilitation of those affected by DD can contribute additional excitement and comprehension of the developmentally disabled. One more sense is brought "into the picture" adding to the impact of public education. This display can be used for exhibits at:

a) Banks.

b) Educational facilities.

c) Medical institutions.

d) Regional centers.

7. Other projects

a. Slidetape program

A brief sight and sound experience could be assembled on DD citizens and their need for homes, jobs, and acceptance.

b. Training seminars

The Council could sponsor seminars on topics related to DD topics which might include such areas as new treatment strategies, SSI, revenue sharing, etc.

IV. Putting the Program Into Motion

The question was asked at the January 14 meeting, "How do we get the capacity to carry out what is proposed?" We see this public information program as a coordinating and informational effort. We feel this can best be achieved through the hiring of a full time person, or temporary public information communicator, whose skills are high and whose permanence could be decided after a trial period of six months to a year.

This person would work on a day-to-day basis with the Council, coordinating the educational activities of the regional centers and other agencies as well as channeling the general news activities to the press. In addition, he should seek to develop and merchandise successful case histories to corporations, zoning boards, and medical institutions. Also, he should develop the print or nonprint materials for their distribution.

Finally, and perhaps most importantly, this person should develop appropriate evaluation strategies which could measure the effectiveness of the program.

APPENDIX 2

IOWA RADIO SPOTS

From:

Rosemary L. Casey
Assistant Director
Developmental Disabilities
State Capitol
Des Moines, Iowa 50319
Phone: 515-281-3974

DEVELOPMENTAL DISABILITIES STATE STUDY

For immediate release through October 31, 1973

DEVELOPMENTAL DISABILITIES STATE STUDY

Time: 10 seconds

Words: 34

THE STATE OFFICE OF DEVELOPMENTAL DISABILITIES MUST LOCATE EVERY DEVELOPMENTALLY DISABLED PERSON.

IF YOU KNOW SOMEONE WITH MENTAL RETARDATION, CEREBRAL PALSY, OR EPILEPSY, PLEASE CONTACT:

DEVELOPMENTAL DISABILITIES

STATE CAPITOL

DES MOINES, IOWA 50319

PHONE: 515-281-5221

From:

Rosemary L. Casey
Assistant Director
Developmental Disabilities
State Capitol
Des Moines, Iowa 50319
Phone: 515-281-5221

DEVELOPMENTAL DISABILITIES STATE STUDY

For immediate release through October 31, 1973

DEVELOPMENTAL DISABILITIES STATE STUDY

Time: 20 seconds

Words: 53

THE STATE OFFICE OF DEVELOPMENTAL DISABILITIES IS TRYING TO LOCATE EVERY IOWAN SEVERELY HANDICAPPED BY MENTAL RETARDATION, CEREBRAL PALSY, OR EPILEPSY.

THESE PERSONS MUST BE FOUND TO BE HELPED. IF YOU HAVE A RELATIVE OR FRIEND OR KNOW OF A PERSON WHO IS DEVELOPMENTALLY DISABLED, PLEASE HELP THEM BY CONTACTING:

DEVELOPMENTAL DISABILITIES

STATE CAPITOL

DES MOINES, IOWA 50319

PHONE: 515-281-5221

From:

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Des Moines, Iowa 50319
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DEVELOPMENTAL DISABILITIES STATE STUDY

For immediate release through October 31, 1973

DEVELOPMENTAL DISABILITIES STATE STUDY

Time: 30 seconds

Words: 80

THE STATE OFFICE FOR DEVELOPMENTAL DISABILITIES IS TRYING TO LOCATE EVERY DEVELOPMENTALLY DISABLED PERSON IN IOWA.

THESE ARE BOTH CHILDREN AND ADULTS WHO ARE SO SEVERELY HANDICAPPED BY MENTAL RETARDATION, CEREBRAL PALSY, OR EPILEPSY THAT THEY NEED SPECIAL TRAINING AND PROGRAMS TO LIVE AS NORMAL A LIFE AS POSSIBLE.

MANY DEVELOPMENTALLY DISABLED PERSON IN IOWA ARE RECEIVING NO SERVICES. MANY MORE ARE UNKNOWN. ALL MUST BE FOUND TO BE HELPED.

IF YOU KNOW SUCH A PERSON CONTACT:

DEVELOPMENTAL DISABILITIES

STATE CAPITOL

DES MOINES, IOWA 50319

PHONE: 515-281-5221

APPENDIX 3

IOWA TV SPOTS

From:

Rosemary L. Casey
Assistant Director
Developmental Disabilities
State Capitol
Des Moines, Iowa 50319

DEVELOPMENTAL DISABILITIES STATE STUDY

For immediate release through October 31, 1973

DEVELOPMENTAL DISABILITIES STATE STUDY

Time: 10 seconds

Words: 34

Slide # 3

(Boy in red boat)

THE STATE DIRECTOR OF DEVELOPMENTAL DISABILITIES MUST LOCATE EVERY DEVELOPMENTALLY DISABLED PERSON IF YOU KNOW SOMEONE WITH MENTAL RETARDATION, CEREBRAL PALSY, OR EPILEPSY,

Slide # 4

(Address)

PLEASE CONTACT:

DEVELOPMENTAL DISABILITIES
STATE CAPITOL
DES MOINES, IOWA 50319
PHONE: 515-281-5221

From:

Rosemary L. Casey
Assistant Director
Developmental Disabilities
State Capitol
Des Moines, Iowa 50319
Tel: 515-281-5221

DEVELOPMENTAL DISABILITIES STATE STUDY

For immediate release through October 31, 1973

DEVELOPMENTAL DISABILITIES STATE STUDY

Time: 20 seconds

Words: 53

Slide # 5

(children with physical therapist)

THE STATE DIRECTOR OF DEVELOPMENTAL DISABILITIES IS TRYING TO LOCATE EVERY IOWAN SEVERELY HANDICAPPED BY MENTAL RETARDATION, CEREBRAL PALSY, OR EPILEPSY.

Slide # 6

(Boys playing baseball)

THESE PERSONS MUST BE FOUND TO BE HELPED. IF YOU HAVE A RELATIVE OR FRIEND, OR KNOW OF A PERSON WHO IS DEVELOPMENTALLY DISABLED

Slide # 4

(Address)

PLEASE HELP THEM BY CONTACTING

DEVELOPMENTAL DISABILITIES
STATE CAPITOL
DES MOINES, IOWA 50319
PHONE: 515-281-5221

From:

Rosemary L. Casey
Assistant Director
Developmental Disabilities
State Capitol
Des Moines, Iowa 50319
Tel: 515-281-5221

DEVELOPMENTAL DISABILITIES SURVEY

For immediate release through October 31, 1973

DEVELOPMENTAL DISABILITIES SURVEY

Time: 30 seconds

Words: 80

Slide # 1

(child playing with father)

THE STATE DIRECTOR OF DEVELOPMENTAL DISABILITIES IS TRYING TO LOCATE EVERY DEVELOPMENTALLY DISABLED PERSON IN IOWA.

Slide # 2

(two adults repairing shoe)

THESE ARE BOTH CHILDREN AND ADULTS WHO ARE SO SEVERELY HANDICAPPED BY MENTAL RETARDATION, CEREBRAL PALSY OR EPILEPSY THAT THEY NEED SPECIAL TRAINING AND PROGRAMS TO LIVE AS NORMAL A LIFE AS POSSIBLE.

Slide # 7

(two boys in wheelchairs)

MANY DEVELOPMENTALLY DISABLED PERSONS IN IOWA ARE RECEIVING NO SERVICES. MANY MORE ARE UNKNOWN. ALL MUST BE FOUND TO BE HELPED.

Slide # 4

(address)

IF YOU KNOW SUCH A PERSON CONTACT:

DEVELOPMENTAL DISABILITIES

STATE CAPITOL

DES MOINES, IOWA 50319

PHONE: 515-281-5221

APPENDIX 4

NEW ENGLAND DD NEWSLETTER

AND

LINK

Developmental Disabilities Planning and Advisory Councils in each participating state, territory, and the District of Columbia develop and implement a comprehensive State Plan for the coordination of a comprehensive range of services to the developmentally disabled. Presently, developmental disabilities is defined in Public Law 91-517 as a substantial disability attributable to mental retardation, cerebral palsy, epilepsy, or other neurological condition which originates before an individual reaches the age of 18 and is expected to continue indefinitely.

This Perspective Paper is published by the Media and Information Section of DD/TAS, which is a consultative and assistance system for the Councils. DD/TAS provides a broad range of cost free services to Councils when it is requested and needed.

This paper was prepared pursuant to a grant from the Division of Developmental Disabilities, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official DDD, RSA, or SRS position or policy.

Spring-Summer 1973

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The newsletter of developmental disabilities for New England

State councils, UAF s plan joint activities at Durham conference

Priorities and basic principles for a long-term working relationship between New England's two University Affiliated Facilities and the Developmental Disabilities Councils of the six New England states were established at the two-day conference in Durham, New Hampshire, March 11-12.

Present were 31 representatives from the state councils and allied agencies (Connecticut, 5; Maine, 3; Massachusetts, 9; New Hampshire, 2; Rhode Island, 7; Vermont, 5); 9 members of the staffs of the Eunice Kennedy Shriver Center and the Children's Hospital Medical Center; 6 federal staff personnel from Washington and the Regional Office; and 3 supporting personnel.

The primary goal was to determine how UAFs can best assist the state DD councils. This was approached in four ways. Speakers from regional and federal offices discussed funding, programs, and ways to increase the effectiveness of state councils and to use the resources of UAFs most effectively. Each state identified elements of its council programs which could relate to UAF functions. The three areas of greatest general concern were discussed in detail, and plans were made for specific follow-through by the UAFs.

"It is difficult to agree on priorities and strategies," acknowledged John Szufnarowski, Associate Regional Commission for Regional Rehabilitation Services. "But one thing we can agree on is that the needs of the developmentally disabled generally exceed the available resources."

He pointed out that the budget estimate for fiscal 1973 and budget requests for fiscal 1974 are about $5 million less than the comparable appropriation for fiscal 1972.

"In allied areas, we have seen a ceiling imposed on the availability of federal funding for social services and proposed regulations that would construct criteria of client eligibility, and the allowability of state and local matching funds," he said. "We also see competition between the development of special programs, publicly financed, for individuals who are handicapped by injury or accidents of birth, and attempts at the national, state, and local levels to stabilize or lower tax rates."

Szufnarowski said DHEW's Operational Planning System "is based on the premise that we cannot meet all the needs of people. This system sets priorities,

Continued on page 4

This newsletter's goal: creating communication

This newsletter is a direct result of the meeting in March of the six New England Developmental Disabilities Councils with the two University Affiliated Facilities for Mental Retardation — the Children's Hospital Medical Center, Boston, and the Eunice Kennedy Shriver Center for Mental Retardation, Inc., at the Walter E. Fernald State School, Waltham. Participants at that session in Durham, N.H., affirmed the need for regular communication between UAFs and the state councils, and this newsletter is a response to that need. It will be edited at the Shriver Center and printed at the Children's Hospital, but it will draw equally on the participation of all the councils. For the first year we plan a quarterly publication.

Our goal is to draw attention to activities and developments of mutual interest to the New England

Continued on page 6

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THE LINK

BETWEEN THE DD COUNCILS

APRIL 1974 no. 4

NEWSLINE FROM D.C.

The National Conference on Developmental Disabilities (NCDD) met in Washington, D.C. March 20th with 34 state and territorial councils in attendance. The first draft of the proposed bylaws were reviewed in detail. They will be voted on at the next meeting. A copy of these bylaws with corrections and deletions will be sent out with the minutes to all state chairpersons and staff representatives (hopefully in about 2 weeks). There were reports on legislation, client and service information systems, DD/TAS, and others. Also, resolutions were introduced, discussed and voted on.

The National Advisory Council on Developmental Disabilities convened on March 21st and 22nd with vice chairperson Dale Engstrom filling in for Dr. Elizabeth Boggs. (We were sorry to learn of the death of Dr. Boggs' mother.)

A recent Supreme Court ruling could be applicable to group homes. The Court ruled that communities have the right to establish restrictive zoning to prevent 3 or more people not married or related by blood from living together in single family dwellings within residential areas. Generally, group homes are established by working with the state and community rather than through the courts.

MEDIA

All My Buttons (28 minutes, color, 16mm) claims to be "more than just another film," and it is. The film is part of a complete concept of deinstitutionalization and normalization which revolves around behavior modification techniques and the Behavior Management Series of Booklets written primarily by R. Vance Hall.

The film, an excellently produced dramatization, cuts through the many layers of the normalization issue. All My Buttons introduces you to a young retarded man who has been taught to handle a job but not how to live; to a superintendent of the state institution who wants to eliminate institutions as traditional training schools; to a teacher and principal who seem unaware of behavior management techniques; and to another teacher who sees these techniques as essential tools. Throughout, All My Buttons exposes the sometimes well-meaning, occasionally charitable, and always degrading misconceptions and prejudices of the public which make deinstitutionalization and normalization of developmentally disabled citizens difficult and potentially controversial issues.

All My Buttons is not an informative film in the traditional sense. It was designed to "create an atmosphere of discussion about local solutions" to the problems of normalization. It intentionally leaves many questions open. You might find this film especially useful in a workshop or seminar on normalization or behavior management.

More information on All My Buttons and related materials can be obtained from the producer, H & H Enterprises, Inc, P.O. Box 3342, Lawrence, Kansas 66044. 913/843-4793. The film is available for rent through the University of Kansas Audio-Visual Center, Film Rental Services, 746 Massachusetts Street, Lawrence, Kansas 66044.

Gary Richman

Human Sexuality and the Mentally Retarded, Felix de la Cruz and Gerald La Veck (eds.), New York: Vrunner/Mizel, 1973. $8.95.

What action would you take if you noticed a mentally retarded child masturbating? How many retarded girls have children out of wedlock? What is the incidence of homosexuality among the retarded? Would you allow sexual intercourse involving mentally retarded adults in an institution? These are questions that can evoke confusion, anxiety and guilt among professionals who work with the retarded as well as among the retarded themselves. These are questions dealt with clearly and authoritatively in Human Sexuality and the Mentally Retarded edited by Felix de la Cruz and Gerald La Veck.

This volume presents discussion on various physical, social and psychological aspects of sexual expression among the retarded. The contributors, noted professionals in their fields, discuss such issues as institutionalization, contraception, marriage, homosexu-

DEVELOPMENTAL DISABILITIES / TECHNICAL ASSISTANCE SYSTEM
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